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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on expanding thematic units beyond the textbook is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #2

Expanding Thematic Units Beyond the Textbook

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

EXPANDING

Thematic Units

BEYOND THE TEXTBOOK

by Han-Hua Chao

Lecture

Let's start this lecture with a question -- why should we teach based upon a theme? Well, recent reading research has pointed out that readers need authentic purposes and functions to construct meaning from a text. This perspective indicates that when reading materials and activities are relevant to learners' background knowledge and life experience, reading becomes personal and meaningful to the learners. On the other hand, using various reading materials and engaging in reading activities which involve different forms of media help students learn the characteristics of different types of text.

A thematic unit is valuable for capitalizing on learners' background knowledge and integrating all of his or her relevant learning experiences into a conceptual whole. A theme can focus on a specific idea, for example Halloween, or a broader, more general concept, such as Holidays. Themes have the potential to tie together various reading materials and different interactive activities based on the learners' personal purposes and interests. As indicated by Spann and Culp (1975), themes invite students to apply the same methods they use in real life -- i.e., questioning, reflecting, probing, wondering, and sometimes rebelling -- to learning in the classroom.

Rationale for Thematic Units

According to Blatt (1976), one of the benefits of using themes is that various children's books may be used in many ways to integrate language arts and content. A series of activities, including reading, discussions, drama sessions, art workshops, games, writing, and movies, can all revolve around a single theme. Reading becomes selective and individualized. Students read according to their own interests and at their own pace. Furthermore, instruction can take place during individual conferences or group activities.

A curriculum guide developed by Carr (1978) discusses that thematic units of literature are supported by several theories of learning. First, because of the strong oral base of thematic units, they apply the theory of literacy learning which states that time spent on speaking, listening and thinking will pay off in terms of better reading and writing. Second, use of thematic units of literature is likely to increase student motivation. Students have real reasons to communicate in the units, because their individual purposes, interests and needs are being met. Third, learning through thematic units gives students multiple opportunities to practice their communication skills by engaging in various activities. Fourth, thematic units help establish good feedback processes because interactions and immediate responses are the

nature of group or workshop activities. As Simmons (1989) states, "The theme is the key to all instructional activity."

Criteria of a Theme

Having discussed how learning is improved by use of a thematic approach, we can now consider how to choose a theme for a learning unit. The South Bay Writing Project of San Jose State University (1985) notes that themes which successfully combine literature and writing should contain several key components:

1. They should be sufficiently general to be relevant to most learners' experiences.
2. They should be understandable by learners.
3. They should be meaningful and interesting for most learners.

Five themes presented in detail by the South Bay Writing Project are "Conflict," "Emotions," "Families," "Growing up," and "Understanding Others." Such themes are universal, accessible, and interesting to most students.

Regarding the actual development of the thematic unit, research has favored an open atmosphere that allows students direct involvement in planning and decision making. Students can help decide upon the themes, plan theme-related activities, identify and select materials, and regulate their own learning focus and pace. Meanwhile, the teacher may facilitate students in the

process of thinking and learning by planning class discussion, individual conferences, or group strategy sessions.

Conducting Thematic Units

Now, exactly how should we proceed with a learning experience based on a theme? During selection of a theme class members -- with the teacher's guidance -- should be encouraged to brainstorm, argue, and otherwise invest themselves in the selection process. The interaction promotes interest and ownership, and it also provides some background information to help students in learning about the theme.

After the theme has been selected, the teacher may help to further motivate students and connect the theme with their life experiences by suggesting some of the following activities:

- Taking a field trip.
- Interviewing someone who is knowledgeable of the theme.
- Displaying books, pictures, or objects related to the theme.
- Showing a film or filmstrip.
- Reading aloud informational materials, stories, or poems that generate interest and questions.
- Arranging small group discussions on the questions and ideas the students have raised, and helping them define specific topics for exploration.

Students should be reminded to take notes on information relevant to the theme while they participate in these activities. Later, the class can brainstorm about the topics related to the theme and the major concerns *under* each topic. The teacher may draw a web of the topics and list the concerns under each topic on a piece of posterboard. Whenever a new thought comes up, it can be added into the web.

After the brainstorming session, the class is divided into groups. Each group selects a topic for study, decides the approaches and activities that will be used to understand the topic, and assigns its group members different responsibilities.

The teacher should be a good listener and supporter while shifting among groups to provide suggestions or materials. Individual conferences or group strategy sessions can be arranged when problems appear to hinder the students' learning.

Finally, each group must decide a means of presenting its findings to the class.

Several rules of thumb are helpful here:

1. Set up a classroom library to keep all the materials the teacher and children bring in. The teacher and students can take turns being the librarian.
2. Encourage students to make use of a wide range of materials rather than being limited by what is available in the classroom.

3. Encourage students to notice information presented by various media, and to make use of different media to explore and record their study.
4. Encourage students to exchange their opinions or findings both within the group and among groups.
5. The duration and expansion of each theme should depend upon the interest of the children in the class.

Other ideas based upon thematic units for individual or group learning can be found in the articles included in this package. You may find the articles by Blatt, by Carr, and by the South Bay Writing Project especially useful as examples of thematic units which use fiction and non-fiction to promote students' listening, reading, writing, speaking, and thinking.

Conclusion

One of the amazing but predictable effects of learning through thematic units is repeatedly mentioned by Kohl (1978 and 1979). His students master very difficult materials, and they read and write on levels beyond their mechanical skills, because their learning is interesting to them and they work closely with their peers and teacher in a trusting and accepting atmosphere. After you've listened to this tape and read some articles that provide demonstrations of thematic unit applications, we hope you will begin planning a thematic unit with your students. We conclude

this lecture with a poem written by Hannah Lynn Demerson, taken from the South Bay Writing Project article:

A Theme is a Beam of Light

A theme is a beam of light
to focus for clarity
or blur for fun.
All of the learning things can be done
through a theme.

Additional Reference

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ERIC Digest

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Increasing Comprehension by Activating Prior Knowledge

by William L. Christen and Thomas J. Murphy

The Research

Research has been conducted to determine the value of providing activities or strategies to assist in providing students with ways to activate their prior knowledge base. Studies looked at three possibilities: (1) building readers' background knowledge; (2) activating readers' existing background knowledge and attention focusing *before* reading; and (3) guiding readers *during* reading and providing review *after* reading.

It appears that when readers lack the prior knowledge necessary to read, three major instructional interventions need to be considered: (1) teach vocabulary as a prereading step; (2) provide experiences; and (3) introduce a conceptual framework that will enable students to build appropriate background for themselves.

Preteaching vocabulary (to increase learning from text materials) probably requires that the words to be taught must be key words in the target passages (Beck, *et al*, 1982; Kameenui, Carnine, *et al*, 1982), that words be taught in semantically and topically related sets so that word meaning and background knowledge improve concurrently (Beck et al., 1982; Stevens, 1982), and that only a few words be taught per lesson and per week (Beck et al., 1982; Kameenui et al., 1982; Stevens, 1982). To be an effective strategy, an extensive and long-term vocabulary strand accompanying a parallel schematic or background-knowledge-development strand is probably called for.

Research on *enriching background knowledge* has demonstrated that activating such knowledge increases comprehension. Graves and his associates (1980; 1983) developed previews for short stories that had, as one component, the building of prior knowledge important to understanding the selection. Data indicated that reading the previews before reading the stories increased students' learning from stories by a significant and impressive amount. Stevens (1982) increased learning from text compared with a control group for 10th-grade students reading a history passage by teaching them relevant background information for that passage. Hayes and Tierney (1982) found that presenting background information related to the topic to be learned helped readers learn from texts regardless of how that background information was presented or how specific or general it was. Alvarez (1990) used case-based instruction to develop students' abilities to assemble and incorporate different knowledge sources in memory. He taught them how to employ thematic organizers and hierarchical concept mapping in their reading.

Additionally, scant attention is paid to the role of the reader's schemata, or background knowledge, when learning from text (Tierney & Pearson, 1985). Yet research clearly emphasizes that for learning to occur, new information must be integrated with what the learner already knows (Rumelhart, 1980).

It appears that providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by the current research. It is our contention that this is one way teachers can have a positive influence on comprehension in their classrooms.

For example, Reutzel and Morgan (1990) advocate two pedagogical alternatives for teachers who wish to improve students' comprehension of causal relations which often are implicit in content area textbooks. Teachers may rewrite the text to make the cohesion relations explicit (a daunting task), or they may assist students in building, modifying, or elaborating their background knowledge prior to reading expository texts. Miholic (1990) outlines the construction of a semantic map for textbooks which he recommends for use at adult, secondary, and college level. For a class of gifted seventh grade students, Davis and Winek (1989) developed a project for building background knowledge so that the students could generate topics for writing articles in history. The teachers devoted one class period a week for eight weeks to various group activities to build background knowledge, culminating in prewriting activities focused on brainstorming for the eighth week. The articles were then written by the students at home.

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Classroom Implications

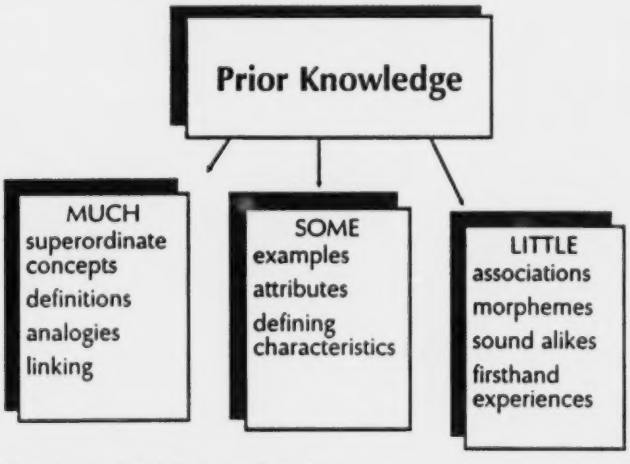
Engaging students in prior knowledge experiences becomes a form in classrooms where teachers value understanding what knowledge students possess. We know that prior knowledge is an important step in the learning process. It is a major factor in comprehension: that is, making sense of our learning experiences. Brain-based research confirms the fact that the learning environment needs to provide a setting that incorporates stability and familiarity. It should be able to satisfy the mind's enormous curiosity and hunger for discovery, challenge, and novelty. Creating an opportunity to challenge our students to call on their collective experiences (prior knowledge) is essential. Through this process we move students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning.

Level of Prior knowledge

Students generally fall into three categories: *much*, *some*, or *little* prior knowledge. In each instance, the teacher will make specific instructional decisions based on what is discovered in the prior knowledge part of the lesson. To check out what prior knowledge exists about a topic, idea, or concept, you may choose to do some of the following activities:

- *Brainstorm* the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.
- *Ask* specific and/or general questions about the topic. See what responses are given.
- *Pose* a *problem* or a *scenario*. Based on this description, find out what the students know about the idea presented.

Once the data is collected, a decision about the appropriate forms of instruction can be made. The following diagram can be helpful:



Teachers should remember to

(1) Present information which builds:

- **Background ideas**
- **Concepts**
- **Principles**

(2) Show, don't tell through—

- **Demonstrations**
- **Multi-media**
- **Graphics**

(3) Use outside resources, trips and speakers

(4) Tell about topic from your experience

(5) Use any combination of the above!

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Humanities in the English Classroom

Study of the humanities has experienced an alarming decline in America's high schools (Bennett 1984; Finn, Ravitch, and Fancher 1984). This digest looks at the current state of humanities instruction and the evolving place of humanities in the English classroom. It also provides samples of humanities approaches to English instruction through multidisciplinary connections and thematic units.

What Are the Humanities?

A succinct definition of the humanities has been elusive, and this quality has contributed to the tenuous position of its study. Broadly, the humanities include history, literature, writing, language, philosophy, and music and the arts. What unites these fields—in the sense of a larger discipline or an interdisciplinary course—is the impact of culture upon them and the ways in which the fields influence each other (Finn, Ravitch, and Roberts 1985). Ladner (1984) notes that "the primary task of those who teach the humanities is now to identify the common ground on which persons can gather in order to make responsible judgments about the quality of life in our world in light of the traditions of the past and the competing demands of the future."

Are the Humanities Really in Trouble?

Whether the humanities are regarded as a single "humanities" class or as a group of different disciplines, emphasis on the humanities in the curriculum has decreased in favor of emphasis on math, science, and minimum competency in composition, removed from creative expression or thoughtful exploration of humanities issues. According to the National Commission on Excellence in Education, from 1969 to 1981 the percentage of total high school credits taken as humanities courses declined. Credits in Western civilization are down 50 percent; in U.S. history, down 20 percent; and in U.S. government, down 70 percent. In the face of declining enrollments, many schools have dropped humanities courses from the curriculum altogether (Bennett 1984).

Elliot Eisner (1984) examines six reasons for the decline of the humanities in our schools: (1) a positivistic attitude toward education that looks with suspicion upon forms of understanding that rely upon judgment, intuition, metaphor, and other nonquantitative forms of the exchange between teacher and student and between student and subject matter; (2) a preoccupation with measurable achievement of prespecified outcomes; (3) the influance of a practical public which often finds it difficult to understand why the "impractical" humanities should be given serious attention in the public schools; (4) educators' concern with time as a commodity reserved for sciences and other practical disciplines; (5) the idea that schooling is or should be an enterprise free of values, designed to teach children to think, but not to become critical of the status quo; and (6) lack of an effective professional constituency, since teachers of each of the humanities fields give their first allegiance to their primary discipline.

What Is the Role of the Humanities in the English Classroom?

Still a staple in high schools in spite of curricular upheaval, English is an essential subject of the humanities. Literature and writing are products of the culture and history from which they spring, embodying that heritage for later generations. A typical literature curriculum explores many of the dimensions encompassed by the humanities: the purpose for human existence and what human characteristics and beliefs are of value (Bennett 1984; Finn, Ravitch, and Fancher 1984). According to Fancher (1984), "the English program, more than any other, is charged with stewardship of education for the sake of 'humanity.' Certainly it possesses the richest resources for exercising this stewardship. . . . Knowledge of human character and of social facts and patterns is to be gained in English classes, principally through the study of literature, in far greater degree, diversity, depth, and detail than in any other high school course."

How Are Multidisciplinary Techniques Used to Incorporate the Humanities into English Instruction?

English instructors can place the works of literature suited for the high school classroom in a cultural context by incorporating into the coursework the music, art, history, religion, social customs, and attitudes of each work's respective period in history (Holbrook 1985). This can be accomplished in several ways. For example, Baker (1985) connects literature to art by assigning analysis of a classic literary work along with analysis of a related painting selected by the student. Students explore themes and conflicts common to both works and ultimately defend the relationship between the two in an expository essay.

Ulbrich (1985) describes an American literature course that includes both architecture and art. Slides of historically significant architecture are seen as parallel to various styles of writing in American literary history. Also, Ulbrich's unit on music from historical periods can be easily adapted to literature. Numerous artists and musicians whose works can be successfully integrated into English classes are discussed in the "Our Readers Write" section of *English Journal*, November 1985.

Can a Thematic Approach Be Used to Explore the Humanities in English Classrooms?

Thematic approaches to literature offer an excellent opportunity to focus on the humanities. For example, Ulbrich's senior advanced placement class explores a universal concern of humankind, the concept of evil, through the study of Renaissance art and literature, Conrad's *Heart of Darkness,* Eliot's "The Hollow Men," the film *Billy Budd, Othello,* and other works.

The role of the humanities in educating for a democracy is a theme suggested by Wood (1985), who provides five specific roles for the humanities and suggests suitable literary works: equality (*Huckleberry Finn*); diversity (*Hard Times, American Dreams: Lost and Found*); self-worth (*The Wizard of Oz*); alternatives (*1984, Brave New World, Lord of the Flies*); and inspirational models (*The Grapes of Wrath, The Plague*).

An even broader array of thematic units can be found in the supplements to "Thematic Units in Teaching English and the Humanities" (Spann and Culp 1977; 1980). Some of these units deal specifically with literature, such as the Jewish experience in American literature, male/female roles in literature and the media, and the exodus theme in black American literature. Other thematic units, such as politics, law and justice, or celebrating life, can also be adapted to literature study.

Summary

The changes in educational focus and funding have given the English classroom a pivotal role in exposing students to a variety of humanistic concerns and in providing them with a synthesis of the separate humanities disciplines. The enrichment of literature and composition common to most English classrooms is perfect fuel for a "study of civilization" focus. As Ulbrich (1985) observes, "Expanding 'English' to mean 'Humanities' has been a touchstone for English classes for decades. Recent renaming should just encourage teachers to add more than they already do."

Hilary Taylor Holbrook, ERIC/RCS

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
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Indiana University
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Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ Date_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED263551
TI: A Theme Is a Beam of Light: Units for Integrating Thinking, Listening, Speaking, Reading and Writing.
CS: San Jose State Univ., CA. Dept. of English.
PY: 1985
AV: South Bay Writing Project, San Jose State University, Department of English, San Jose, CA 95192 ($5.00).
NT: 61 p.; A publication of the South Bay Writing Project. Compiled by participants in the 1985 Summer Writing Institute.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Educational-Objectives; Elementary-Secondary-Education; Instructional-Materials; Reading-Skills; Student-Evaluation; Teaching-Methods; Writing-Skills
DE: *Integrated-Curriculum; *Language-Arts; *Thematic-Approach
AB: Intended to help teachers integrate the teaching of thinking, reading, writing, speaking, and listening skills, this booklet presents five thematic units of study for the language arts. The booklet begins with a rationale for a thematic approach to language arts. The remainder of the paper presents the thematic units, each of which includes a rationale for that particular theme, objectives of the unit, thematic activities, resources, and evaluation activities. The five themes are conflict, emotions, families, growing up, and understanding others. A three-page bibliography is included. (HTH)

AN: EJ233458
AU: Allen,-JoBeth
TI: The Center Spot: In the Mouse House.
PY: 1980
JN: Teacher; v98 n4 p12-14,16 Nov-Dec 1980
AV: Reprint: UMI
DE: Creative-Activities; Grade-1; Kindergarten-; Primary-Education; Thematic-Approach
DE: *Childrens-Literature; *Language-Arts; *Learning-Centers-Classroom
AB: With "mice" as a theme, this classroom learning center is designed for independent use by kindergarten and first grade children, whether or not they have yet learned to read. Its activities focus on reading, language, thinking, and writing skills. A bilbiography of children's books about mice is appended. (SJL)

AN: EJ303988
AU: Alwood,-Etta-Jo
TI: Polly Doesn't Want Just Another Cracker.
PY: 1984
JN: English-Journal; v73 n5 p68-70 Sep 1984
AV: UMI
DE: High-Schools; Language-Experience-Approach;

Literary-Criticism; Literature-Appreciation; Metaphors-; Thematic-Approach; Writing-Instruction
DE: *Teacher-Improvement; *Writing-Composition; *Writing-Improvement
AB: Establishes the value of teachers attending writers' workshops and indicates how teachers can stimulate student writing by having them respond to thematically selected readings from literature. (CRH)

AN: ED123637
AU: Blatt,-Gloria-T.
TI: On Beyond Veatch.
PY: 1976
NT: 17 p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Individualized-Instruction
DE: *English-Instruction; *Instructional-Materials; *Teaching-Methods; *Thematic-Approach; *Units-of-Study
AB: This paper discusses the thematic unit as a series of activities including reading, discussions, drama sessions, art workshops, games, writing, and movies, all revolving around a single topic. Students are free to seek and select their own books or stories within the topic and to read at their own pace. The thematic unit also includes a heightened oral interaction which comes from working with the shared topic. A World War II unit used by a heterogeneously grouped seventh and eighth grade class with reading ability ranging from about third grade to adult level is described in depth. It was concluded that the unit was successful in a number of ways. The children learned how to gather information from many kinds of books. They used drama sessions to explore feelings and read for detail. They read stories critically, comparing and questioning story line, character development, and the reliability of the information they had read. Moreover, the children were enthusiastic throughout the unit. A bibliography of books related to the World War II theme is given. (TS)

AN: ED159720
AU: Carr,-Kathy
TI: A Language Arts Curriculum Design for the Middle School.
PY: 1978
NT: 9 p.; Paper presented at the Annual Meeting of the Secondary School English Conference (6th, Dallas, Texas, April 7-8, 1978)
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Creative-Dramatics; Curriculum-Guides; Group-Discussion; Junior-High-Schools; Listening-Skills; Literature-Appreciation; Middle-Schools; Reading-Skills; Speech-Skills; Student-Motivation; Writing-Skills

DE: *Educational-Objectives; *English-Instruction;
*Language-Arts; *Skill-Development; *Thematic-Approach
AB: Language arts textbooks provide the materials for this curriculum design based on thematic units of literature. Focused on stimulating student motivation, stressing skill practice and offering feedback through discussion and authors' workshops, this design lists sample terminal objectives for developing the following language arts skills for grades six through eight: listening, oral language, reading and locating information, and writing. The design also offers two examples of thematic units that illustrate the use of literature in developing language arts skills: a first person writing unit that focuses on writing personal and fictional diaries and writing personal letters, and a literature unit that concentrates on the stories of Mark Twain and presents activities in listening, oral language, vocabulary concept development, literature appreciation, and writing. (MAI)

AN: EJ167705
AU: Devine,-Mary-Elizabeth; Devlin,-Francis-P.
TI: Introducing Thematic Reading in Freshman Composition
PY: 1977
JN: Freshman-English-News; 6; 1; 16-8
AV: Reprint Available (See p. vii): UMI
DE: College-Freshmen; Course-Content; Higher-Education; Reading-;
Writing-Skills
DE: *English-Instruction; *Literature-Appreciation;
*Teaching-Methods; *Thematic-Approach; *Writing-Composition
AB: Describes and outlines a teaching technique that can be adopted to a composition course which employs thematic reading. (MB)

AN: ED207347
AU: Grellet,-Francoise
TI: Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.
PY: 1981
AV: Cambridge University Press, 32 East 57 Street, New York, NY 10022 ($10.95).
NT: 252 p.
PR: Document Not Available from EDRS.
DE: Classroom-Techniques; Higher-Education;
Listening-Comprehension; Reading-Rate; Speech-Skills;
Speed-Reading; Study-Skills; Writing-Composition
DE: *English-Second-Language; *Instructional-Materials;
*Reading-Comprehension; *Reading-Skills; *Teaching-Methods;
*Thematic-Approach
AB: This book is presented for teachers who do not use a reading course and who wish to produce their own material as well as for individuals developing materials for tailor-made courses. Various types of reading comprehension exercises are described and

classified. The exercise-types suggested can be adapted for all reading levels. The book begins with a review of reading and reading comprehension and discusses some issues to be considered when producing or using reading comprehension exercises. Reading comprehension in the classroom and reading comprehension exercise-types are also discussed. Exercises focus on: (1) reading techniques and sensitizing the reader, improving reading speed, and progressing from skimming to scanning; (2) conveying the aim and function of the text, its organization, and its thematization; (3) the understanding of meaning including both the non-linguistic and linguistic responses to the text; and (4) assessing the text in terms of fact versus opinion and the writer's intention. (JK)

AN: EJ288085
AU: Hays,-Irene-de-La-Bretonne
TI: Using Semantic Clues to Get at Meaning in "Henry IV, Part I."
PY: 1983
JN: Exercise-Exchange; v29 n1 p7-12 Fall 1983
AV: UMI
DE: High-Schools; Literature-; Thematic-Approach; Writing-Exercises
DE: *Classroom-Techniques; *Drama-; *Literature-Appreciation; *Reading-Comprehension; *Semantics-
AB: Suggests student writing exercises before, during, and after reading Shakespeare's Henry IV. Cites specific passages, followed by discussion and writing questions centered on the conflict between Henry IV and his son, a "generation gap" theme to which students can easily relate. (HTH)

AN: ED244034
TI: High School PREP: Thematic Planning, Fall '83. Preparation for Raising Educational Performance. [HS PREP Experimental Program].
CS: New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PY: 1983
NT: 211 p.; For a related document, see UD 023 597.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Athletics-; Food-; Grade-9; Health-; High-Schools; Lesson-Plans; Remedial-Mathematics; Remedial-Reading; Science-Education; Social-Studies; Theater-Arts
DE: *Basic-Skills; *Business-; *Communication-Skills; *Remedial-Programs; *Thematic-Approach
AB: This is a handbook designed for carrying out the goals and objectives of Preparation for Raising Educational Performance (PREP), a thematic, remedial program for ninth graders in New York City public schools. The lessons presented in the handbook model an approach to learning which follows the patterns of

actual language development: listening, speaking, reading and, finally, writing. The information to be learned is organized in such a way as to explore students' prior knowledge and experience as a foundation for the new concepts to be learned. Section 1 of the handbook outlines the program's objectives, which include thematic organization and minimum learning essentials; cross-curriculum skills; vocabulary development; reading comprehension; writing; and the development of study skills in English/literature, mathematics, science, and social studies. The use of newspapers, assessment and selection of texts, semantic mapping as an assessment tool, and homework are also discussed here. Section 2 provides a base for brainstorming in different content areas, in order to facilitate PREP's thematic approach. Following the brainstorming samples are charts for each of the major content areas showing examples of how one theme (foods) may be related to "Minimum Learning Essentials" in each area. Section 3 provides sample lessons related to the themes of sports/health, business, food, and theatre arts/media. Section 4 illustrates the development of a thematic module using sports, Finally, section 5 explains supportive approaches to the development of reading and writing skills while teaching the content areas of social studies, science, and mathematics. (GC)

AN: ED171622
AU: Kinghorn,-Jon-Rye; And-Others
TI: A Guide to Four Essential Themes. School Improvement through Global Education.
CS: Charles F. Kettering Foundation, Dayton, Ohio.; North Central Association of Colleges and Schools, Boulder, Colo.
PY: 1979
AV: Charles F. Kettering Foundation, 5335 Far Hills Avenue, Dayton, Ohio 45429 (free)
NT: 155 p.; For related documents; see SO 011 717-719 ; Parts may be marginally legible due to colored background
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Cooperation-; Cultural-Differences; Decision-Making-Skills; Educational-Environment; Futures-of-Society; Peace-; Program-Development; Secondary-Education; Social-Studies; Student-Attitudes; Teacher-Role; Teaching-Guides; Values-; World-Problems
DE: *Cultural-Awareness; *Educational-Objectives; *Global-Approach; *Learning-Activities; *Thematic-Approach
AB: To aid high school classroom teachers as they develop and implement programs on global issues, the guide outlines basic elements of an ideal global education program. Major themes are: valuing diversity; understanding the world as an interdependent system; developing effective working relationships with others; and understanding prevailing world conditions, the process of change, and emerging trends. For each theme, info mation is presented on background, goals, implications for global education, implications for school improvement, and learning

activities. Specific objectives include developing skills to identify and understand various beliefs, values, and cultures, knowing that differences in people's values are often due to history and geography, identifying how individual activities affect the earth, understanding that actions often lead to unanticipated consequences, acquiring and using information about world issues, increasing understanding of self, and recognizing the humanness of all people. Suggested activities involve students in class discussion, reading and writing assignments, listing cultural differences among various age groups and cultures, brainstorming, listing cultural preferences, and arranging for class visitors. Activities involve teachers in cooperative lesson planning with other staff members, analyzing student behavior, visiting student homes, reporting on current international issues, and reordering the classroom environment to increase effectiveness with students. (DB)

AN: EJ202621
AU: Kohl,-Herb
TI: Reading Conversation Helps Reading Comprehension.
PY: 1978
JN: Teacher; v96 n4 p12-13 Dec 1978
AV: Reprint: UMI
DE: Elementary-Education; Learning-Activities; Teaching-Methods
DE: *Comprehension-; *Intellectual-Development; *Oral-Reading; *Reading-Comprehension; *Skill-Development; *Thematic-Approach
AB: Skills development in reading should be balanced with reading, listening, and talking activities which focus on content and themes, so that reading comprehension is also developed. (SJL)

AN: EJ218891
AU: Kohl,-Herb
TI: Using Themes Significant to Children.
PY: 1979
JN: Teacher; v96 n8 p16,18-20 Apr 1979
AV: Reprint: UMI
DE: Elementary-Education; Learning-Activities; Reading-Instruction; Teaching-Methods
DE: *Books-; *Childrens-Literature; *Language-Arts; *Student-Interests; *Thematic-Approach; *Writing-Exercises
AB: Continuing with his suggestion from previous issues that themes of interest to most children can tie together reading, writing and language arts, the author presents classroom activities and reading suggestions based on four more themes: fairness and unfairness; cultural identity; overcoming weaknesses or handicaps; requited and unrequited love. (Author/SJL)

AN: EJ127234

AU: Kohl,-Herb
TI: Insight: Circus Time, Developing a Classroom Theme
PY: 1975
JN: Teacher; 93; 2; 16,20,23
DE: Diagrams-
DE: *Curriculum-Development; *Learning-Activities; *Teaching-Methods
AB: Article illustrated how a common and compelling theme can be developed by a teacher and then introduced into the classroom as a way of integrating the arts, science, reading, and math. (Author/RK)

AN: ED116188
TI: Love: A Thematic Sequence of English Units.
CS: Institute for Services to Education, Inc., Washington, D.C.
PY: 1971
NT: 167 p.; See related documents CS 202 366-367; A number of pages have been removed due to copyright restrictions
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Curriculum-Design; Instructional-Materials; Language-Skills; Literature-; Marriage-; Reading-; Speech-Communication; Teaching-Guides; Writing-Composition
DE: *College-Freshmen; *English-Instruction; *Interpersonal-Relationship; *Thematic-Approach
AB: One of a series of volumes containing units on specific themes designed for use in college freshman English courses, this particular volume considers various aspects of love and its emotional impact on people. This sequence is designed to help students improve in reading, writing, and oral expression by exploring the theme of love through a variety of literary works, films, recordings, music, and art. The first of four sections, "Love, Sacred and Profane" provides a general discussion and overview of the various aspects of love. Section 2, "Passion," introduces works illustrating the difficulty of, and problems involved in, expressing love, using the male-female relationship as a model. "Love and the Family" moves from the consideration of love on a strictly interpersonal basis to love within the smallest social unit, emphasizing the different perspectives on reality afforded different members of the family group. The final section, "Love and Society," examines how the society in which one lives not only shapes, and sometimes perverts, the expression of love, but also determines the validity of love as a basis for marital alliance. (LL)

AN: ED175005
AU: Macheski,-Cecilia
TI: Crime on Our Minds: A Thematic Approach to Basic Writing.
PY: 1979
NT: 8 p.; Paper presented at the Annual Meeting of the Canadian

Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grammar-; Higher-Education
DE: *Basic-Skills; *English-Instruction; *Teaching-Methods; *Thematic-Approach; *Writing-Composition; *Writing-Skills
AB: Using a single theme for a course in basic writing can be an effective and enjoyable way of teaching and learning. One college that developed such a program saw as the criteria for the course: learning grammar, writing at least eight in-class paragraphs of 300 words each in the quarter, attending the college's writing center and working with a tutor regularly, and passing departmental and university proficiency exams. Other major goals were for students to enjoy writing and to introduce content ideas. The thematic approach was an attempt to generate student interest in writing while focusing the course on basic writing problems. One section, employing a "detective story" theme, used two books: the writing text normally used in developmental writing courses and a paperback anthology of mini-mysteries. The pattern for each week's class work generally consisted of reading a chapter in the writing text and doing the exercises, discussing and reviewing the current grammatical concept, and outlining the next writing assignment. Assignments were related to the theme. It is possible to use such a thematic approach and to work on skills such as analytical writing, using conditional tenses, and practicing dictionary usage. Effective themes need to be applicable to student experience, touch a deep vein of interest, and be broad enough to allow complex strategies. (TJ)

AN: EJ364719
AU: Muth,-K.-Denise
TI: Structure Strategies for Comprehending Expository Text.
PY: 1987
JN: Reading-Research-and-Instruction; v27 n1 p66-72 Fall 1987
AV: UMI
DE: Cognitive-Mapping; Expository-Writing; Middle-Schools; Reading-Improvement; Reading-Research; Reading-Skills; Secondary-Education; Teaching-Methods; Thematic-Approach; Vertical-Organization
DE: *Comparative-Analysis; *Content-Area-Reading; *Learning-Strategies; *Metacognition-; *Reading-Comprehension; *Reading-Strategies
AB: Examines three strategies designed to help middle school students use text structures to comprehend expository text: (1) hierarchical summaries, (2) conceptual maps, and (3) thematic organizers. Summarizes advantages and disadvantages of each strategy and recommends that teachers consider the outcomes they want and select the most appropriate strategy for their particular purpose. (SKC)

AN: ED227476
AU: Peale,-Lydia
TI: "The Great Gatsby" and the Twenties: The Notion of Structure as a Unifying Device in an Interdisciplinary Unit.
PY: 1982
NT: 14 p.; Paper presented at the Meeting of the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cultural-Awareness; Integrated-Activities; Secondary-Education; Thematic-Approach; United-States-History; Units-of-Study
DE: *Content-Area-Writing; *History-Instruction; *Interdisciplinary-Approach; *Literature-Appreciation; *Writing-Instruction
AB: An effective, 3-week unit on the 1920's in America, inspired by a reading of "The Great Gatsby," is designed around the idea of structure in history, government, literature, and writing. It has the following aims for students: (1) to understand the history of the 1920s, (2) to see literature as a creative shaping of the experience of the time, (3) to understand governmental processes of the period, (4) to see that a writer's style is determined by deliberate choices, (5) to experience the process of composition, (6) to read texts for levels of meaning, (7) to react to a work of literature through a visual representation, and (8) to see the notion of structure or order as the unifying motif among the areas studied. To meet these goals, students read texts in history, government, literature, and composition and completed several writing assignments. (A first-day lesson plan and an outline of the entire unit are included.) (JL)

AN: EJ275518
AU: Pellegrini,-A.-D.; Galda,-Lee
TI: The Effects of Thematic-Fantasy Play Training on the Development of Children's Story Comprehension.
PY: 1982
JN: American-Educational-Research-Journal; v19 n3 p443-52 Fall 1982
AV: Reprint: UMI
DE: Conservation-Concept; Criterion-Referenced-Tests; Reading-Tests; Recall-Psychology; Story-Reading
DE: *Early-Childhood-Education; *Listening-Comprehension; *Pretend-Play; *Story-Telling; *Thematic-Approach
AB: The effects of three modes of story reconstruction training on the development of children's story comprehension are examined. One hundred and eight children in grades K-2 were assigned randomly to one of three training conditions: thematic-fantasy play, adult-lead discussion, or drawing. (Author/PN)

AN: ED116189
TI: Responsibility: A Thematic Sequence of English Units.
CS: Institute for Services to Education, Inc., Washington, D.C.
PY: 1971
NT: 114 p.; See related documents CS 202 365-367; A number of pages have been removed due to copyright restrictions
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Curriculum-Design; Curriculum-Guides; English-Instruction; Instructional-Materials; Teaching-Methods
DE: *College-Freshmen; *Literature-; *Responsibility-; *Thematic-Approach; *Writing-Composition
AB: One of a series of volumes containing units on specific themes designed for use in college freshman English courses, this particular volume considers people and their responsibilities, through the use of recordings, cartoons, satire, modern and ancient drama, modern fiction, and contemporary essays. The sequence is divided into four sections. Section 1, "Humor and Satire," juxtaposes ancient and modern satires written in formal and informal styles in order to provide the student with an awareness of satire as an effective vehicle for protesting the evils of society. Section 2, "Lanugage and Speech--Drama," emphasizes the spoken word through an examination of two plays and of Greek mythology. Section 3, "Lanugage and Speech--Fiction," stresses the use of drama techniques for analyzing fiction. Section 4, "Ideas and Their Expression," investigates philosophies and themes concerning civil disobedience, and draws attention to written styles and effective devices. (LL)

AN: EJ327785
AU: Rosch,-Sue-Ann
TI: Outsiders Read and Write.
PY: 1986
JN: English-Journal; v75 n1 p42-45 Jan 1986
AV: UMI
DE: Basic-Skills; Economically-Disadvantaged; Learning-Activities; Program-Descriptions; Reader-Response; Secondary-Education; Student-Interests; Thematic-Approach; Writing-Skills
DE: *Class-Activities; *English-Instruction; *Literature-Appreciation; *Nontraditional-Education; *Program-Content; *Writing-Exercises
AB: Describes a three-week unit with disadvantaged students in an alternative school called "Outsiders: Literature and Life," which focused on experiences of alienation, involved reading "The Outsiders" by S. E. Hinton, and culminated in the production of a magazine of student-written oral histories. (EL)

AN: ED283382

AU: Schlumberger,-Ann; Clymer,-Diane
TI: What To Do in Composition Classes When You Have ESL Students and No ESL Expertise.
PY: 1987
NT: 13 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Assignments-; Classroom-Techniques; College-Instruction; Difficulty-Level; Higher-Education; Holistic-Approach; Language-Skills; Second-Language-Learning
DE: *Classroom-Communication; *Course-Organization; *English-Second-Language; *Thematic-Approach; *Writing-Composition; *Writing-Instruction
AB: While the populations of students learning writing in English as a second language (ESL) are diverse and have widely varying needs, three general recommendations to nonspecialist teachers of ESL pupils are to: (1) organize courses according to thematic unity; (2) limit the number of formal, polished essays assigned; and (3) encourage students to develop and use all four language skills (listening, writing, reading, and speaking) in the composition classroom. Composition teachers with a firm grounding in process methodology are in an excellent position to help ESL students develop language skills. The processes of learning a language and learning to write are analogous, and what has been learned about one process can be used to teach the other. (MSE)

AN: EJ381852
AU: Simmons,-John-S.
TI: Thematic Units: A Context for Journal Writing.
PY: 1989
JN: English-Journal; v78 n1 p70-72 Jan 1989
AV: UMI
DE: English-Curriculum; Secondary-Education; Writing-Instruction
DE: *Journal-Writing; *Thematic-Approach
AB: Argues that thematic units may be the best way to avoid the lack of compelling journal writing topics. Argues that themes introduced in a journal writing assignment prior to the study of the text are good preparation for reading. Presents some examples of themes, topics, and accompanying literary works. (RS)

AN: ED186926
AU: Spann,-Sylvia, Ed.; Culp,-Mary-Beth, Ed.
TI: Thematic Units in Teaching English and the Humanities. Second Supplement.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1980
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 53755, $6.50 member, $7.00 non-member).

NT: 159 p.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Advertising-; Communication-Skills; Curriculum-Development; Futures-of-Society; History-; Justice-; Listening-Skills; Logic-; Politics-; Popular-Culture; Resource-Units; Schools-; Secondary-Education; Writing-Instruction; Writing-Skills
DE: *English-Instruction; *Humanities-; *Teaching-Guides; *Thematic-Approach; *Units-of-Study
AB: The seven units in this second supplement to "Thematic Units" focus on communication skills, offering English teachers contemporary plans for teaching writing, listening, persuasion, and reasoning. The units were selected for their humanistic approaches to student language learning, combining English instruction with topics in the humanities. Each unit contains comments from the teacher who developed the unit, an overview of the unit, general objectives, evaluation methods, daily lesson plans and activities, study guides, resource materials, and other appropriate suggestions and attachments. The topics of the units are the school system, logic, nostalgia (studying the popular culture of a past decade), futurism as a framework for composition instruction, advertising, politics, and law and justice. (RL)

AN: ED145455
AU: Spann,-Sylvia, Ed.; Culp,-Mary-Beth, Ed.
TI: Thematic Units in Teaching English and the Humanities. First Supplement.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1977
AV: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 53747, $3.95 non-member, $3.25 member)
NT: 83 p.; See related document ED 119 181; Most of the attachments have been removed due to copyright restrictions
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Black-Literature; Divorce-; Language-Arts; New-Journalism; Science-Fiction; Secondary-Education; Sex-Role; United-States-Literature
DE: *English-Instruction; *Humanities-Instruction; *Literature-Appreciation; *Teaching-Guides; *Thematic-Approach; *Units-of-Study
AB: The units in this first supplement to "Thematic Units in Teaching English and the Humanities" have been selected, as were those in the original publication, because they involve students actively in reading, writing, listening, and speaking for a purpose--that purpose being to explore and communicate with others on issues of vital interest. The five units deal with the new journalism and the student voice, speculation about life on other planets, male/female roles in literature and the media, the "exodus" theme in black American literature, and divorce. For

each unit, the contributors provide daily lesson plans and list objectives, evaluation measures, books and other materials, and suggested activities. (GW)

AN: ED191047
AU: Spann,-Sylvia, Ed.; Culp,-Mary-Beth, Ed.
TI: Thematic Units in Teaching English and the Humanities. Third Supplement.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1980
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 53763, $5.00 member, $6.00 non-member)
NT: 103 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Class-Activities; Communication-Skills; Creative-Writing; Fables-; Fiction-; Jews-; Listening-Skills; Reading-Materials; Resource-Units; Secondary-Education; Teaching-Guides; Writing-Instruction; Writing-Skills
DE: *Curriculum-Development; *English-Instruction; *Humanities-; *Literature-Appreciation; *Thematic-Approach; *Units-of-Study
AB: The seven thematic units in this guide focus on communication skills, offering English teachers contemporary plans for teaching writing, listening, reading, reasoning, critical thinking, and appreciation of literary genres. The units were selected for their humanistic approaches to student language learning, combining English instruction with topics in the humanities. Each unit contains comments from the teacher wbo developed the unit, an overview of the unit, general objectives, evaluation methods, daily lesson plans and activities, study guides, resource materials, and other relevant suggestions and attachments. The topics of the units are (1) rediscovering nature, (2) a progression of reading and writing materials for teaching basic skills to reluctant and underachieving students, (3) rediscovering themes in fairy tales, (4) a formula for mystery, (5) tradition and change in "Fiddler on the Roof," (6) celebrating life, and (7) the Jewish experience in American Literature. (RL)

AN: ED277486
TI: Teaching Grade Two.
CS: New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PY: 1985
AV: New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($12.00).
NT: 481 p.; For related kindergarten and first grade teachers' guides, see ED 254 339 and PS 016 264.

PR: EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
DE: Developmental-Programs; Experimental-Curriculum; Field-Trips; Guidelines-; Learning-Centers-Classroom; Parent-Teacher-Conferences; Planning-; Primary-Education; Resource-Materials; State-Curriculum-Guides; Student-Evaluation; Teacher-Student-Relationship
DE: *Classroom-Environment; *Elementary-School-Curriculum; *Grade-2; *Reading-Instruction; *Thematic-Approach; *Writing-Instruction
AB: A continuation of kindergarten and first grade guides, this teachers' manual contains practical suggestions for the implementation of a comprehensive program for second grade students. In the introduction the characteristics of the 7-year-old child, as well as the philosophy and focus of the second grade program, are specified. Section 1 presents information and procedures for planning and scheduling the first days of school. Techniques for creating an exciting learning environment are described in Section 2. Section 3 discusses the importance of enabling and supporting children's language through dialogue, discourse, and discussion. The thematic approach to instruction is detailed in Section 4. Learning experiences are outlined for each of three themes: supermarket, environment, and library. This section also contains a discussion of language emphasis for the Limited English Proficient child. Many approaches to using literature as a basis for reading and writing instruction are described in Section 5. Section 6 offers a thorough look at the writing process for children and the teacher's role in this process. The home/school relationship is discussed in Section 7. Section 8 reviews methods of evaluation. Section 9 focuses on developmental skills and the scope of curriculum areas. In conclusion, section 10 lists resources and references, such as recommended books for children and a bibliography for teachers and parents. (RH)

AN: ED281266
TI: Theater Arts: A Thematic Approach to Integrating the Communication Arts. High School PREP [Program Resource Guide].
CS: New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PY: 1985
AV: New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 617, Brooklyn, NY 11201 ($6.00).
NT: 130 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Creative-Teaching; Drama-; Grade-9; Integrated-Curriculum; Junior-High-Schools; Literary-Genres; Oral-Interpretation; Readers-Theater; Teaching-Methods; Thematic-Approach
DE: *Curriculum-Enrichment; *English-Curriculum; *English-Instruction; *Instructional-Innovation;

*Literature-Appreciation; *Theater-Arts
AB: Using a theater arts thematic approach to demonstrate ways listening, speaking, and writing activities can be built around the study of works of literature, this guide presents activities and sample lessons to help students develop an awareness of the interrelationships between performance and the language arts. Following an introduction, the first section offers strategies for helping ensure students' mastery in constructing and restructuring the meaning of what they have read. Included in the methods of instruction are strategies to help students think before, after, and about reading. The next section outlines a sequence for directed instruction in reading, and subsequent sections describe the program objectives and ways for teachers of students with special needs to modify the lessons in the manual. These are followed by a section of sample aims and performance objectives, and a checklist and guidelines for classroom critics. The bulk of the guide consists of sample lesson plans for the following: (1) preparatory activities, (2) unit based on a play, (3) mythology unit, (4) short story unit, and (5) unit based on a novel. The manual concludes with two appendixes, one providing definitions of readers theater and the other an annotated bibliography of sources on oral interpretation and readers theater. (AEW)

AN: EJ272777
AU: Thompson,-Jan
TI: Communicative Second Language Learning: A Thematic Integrated Approach.
PY: 1982
JN: TESL-Talk; v13 n3 p128-36 Sum 1982
DE: Elementary-Secondary-Education; Listening-Comprehension; Reading-Comprehension; Second-Language-Instruction; Speech-Skills; Student-Interests; Writing-Skills
DE: *Communicative-Competence-Languages; *English-Second-Language; *Integrated-Curriculum; *Relevance-Education; *Thematic-Approach
AB: The thematic integrated teaching method for second language learning weaves together the four skills by using a topic encountered in everyday living to explore and adjust to a new environment and language. The theme of food is used to illustrate curriculum structure, vocabulary, and activities. (MSE)

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